

International onshore VET graduate outcomes 2019



National Centre for Vocational Education Research

Highlights

This publication provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2018.

Reason for training

- 70.0% of international onshore VET graduates undertook training for employment-related reasons, 24.9% for personal reasons and 5.1% for further study reasons.
- 88.8% fully or partly achieved their main reason for training, up 0.9 percentage points from 2018.

Employment and further study outcomes

- 57.6% of international onshore VET graduates improved their employment status after training.
- 51.3% were enrolled in further study after training in Australia, up 12.5 percentage points from 2018.

Satisfaction with training

- 84.4% of international onshore VET graduates were satisfied with the overall quality of the training, similar to 2018.
- 86.9% would recommend the training, similar to 2018.
- 83.2% would recommend their training provider, down 1.6 percentage points from 2018.

Publisher's note

For clarity in interpreting the figures presented in this publication, please print in colour.

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Introduction

This publication provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2018 using data collected in mid-2019. These students were surveyed as an additional component to the 2019 National Student Outcomes Survey. The international component comprised international onshore graduates undertaking VET qualifications delivered by registered training organisations (RTOs).

Information is presented on international onshore VET graduates' reasons for training and their employment outcomes, their satisfaction with training and further study outcomes.

Technical notes

The population for the National Student Outcomes was sourced from the National VET Provider Collection. The international component was conducted as a census of international onshore VET graduates who had a unique student identifier (USI) or whose contact information could be sourced from state training authorities. There were 58 061 international onshore VET graduates in scope of the international component, of which 54 808 received an invitation to complete the survey. Of these, 14 922 responded to the survey (table 11).

Survey responses have been weighted to population benchmarks of international onshore VET graduates from the National VET Provider Collection. As the survey estimates are based on information provided by graduates who responded to the survey rather than the population, they may differ from the estimates that would have been obtained had all international onshore VET graduates responded to the survey.

The confidence interval reflects how close the estimate is likely to be to the true population value. The confidence interval can be calculated for any confidence level, but usually a level of 90%, 95%, or 99% is used. For this publication, we use a confidence level of 95%, which means the probability that the confidence interval contains the true population value is 95%.

The confidence interval can be shown graphically using a black bar around the estimate (see figure A). Smaller bars correspond to more accurate estimates. The confidence interval is sometimes expressed as Estimate +/- margin of error; that is, the margin of error is half the width of the confidence interval. For example, in figure B, Estimate A is equal to 70% and the margin of error (using a confidence level of 95%) is 5%. The confidence interval for this estimate is 65% to 75%, which means we can be 95% confident that the true value lies between 65% and 75%.

Figure A Confidence interval and margin of error

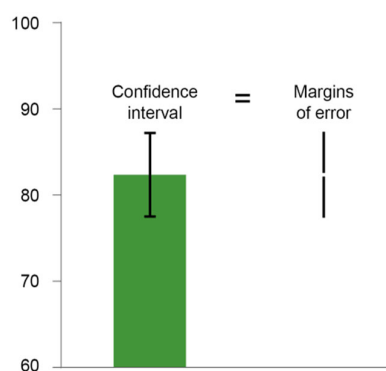
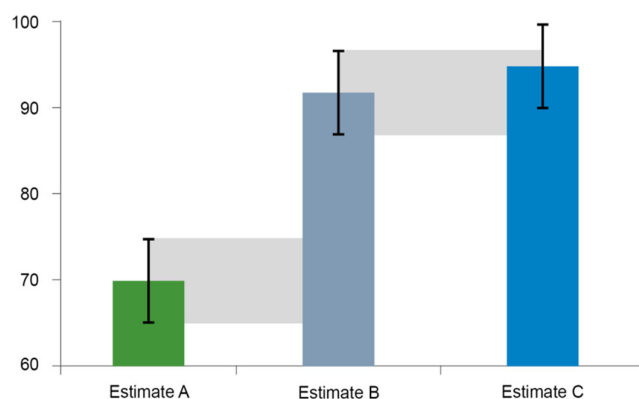


Figure B Confidence intervals



It is important to consider the margin of error when comparing between groups, particularly when the results are close. Although confidence intervals on graphs can be used as a visual guide when comparing estimates, data users are also encouraged to use the margin of error to determine whether the differences between groups are statistically significant. The margin of error for all survey estimates presented in this publication is available in the accompanying ***International onshore VET graduate outcomes*** excel summary tables.

In figure B, the black bars for Estimate A and Estimate B do not overlap. This means that it *can* be concluded with a 95% level of confidence that there is a difference between Estimate A and Estimate B. In figure B, the error bars for Estimate B and Estimate C overlap. This means that it *cannot* be concluded with a 95% level of confidence that there is a difference between Estimate B and Estimate C. However, it also cannot be concluded that Estimate B and Estimate C are similar, and further testing needs to be undertaken to determine whether there is a statistically significant difference between the estimates.

For further information about the survey, please refer to the *National Student Outcomes Survey 2019 (International component): technical notes*, available from the publication page at <https://www.ncver.edu.au/research-and-statistics/collection/student-outcomes/international-onshore-vet-graduate-outcomes>.

More information

Access to these data is governed by the National VET Data Policy (2018), agreed by the Council of Australian Governments (COAG) ministers responsible for skills. The National VET Data Policy can be viewed at <https://docs.education.gov.au/node/46116>.

Summary

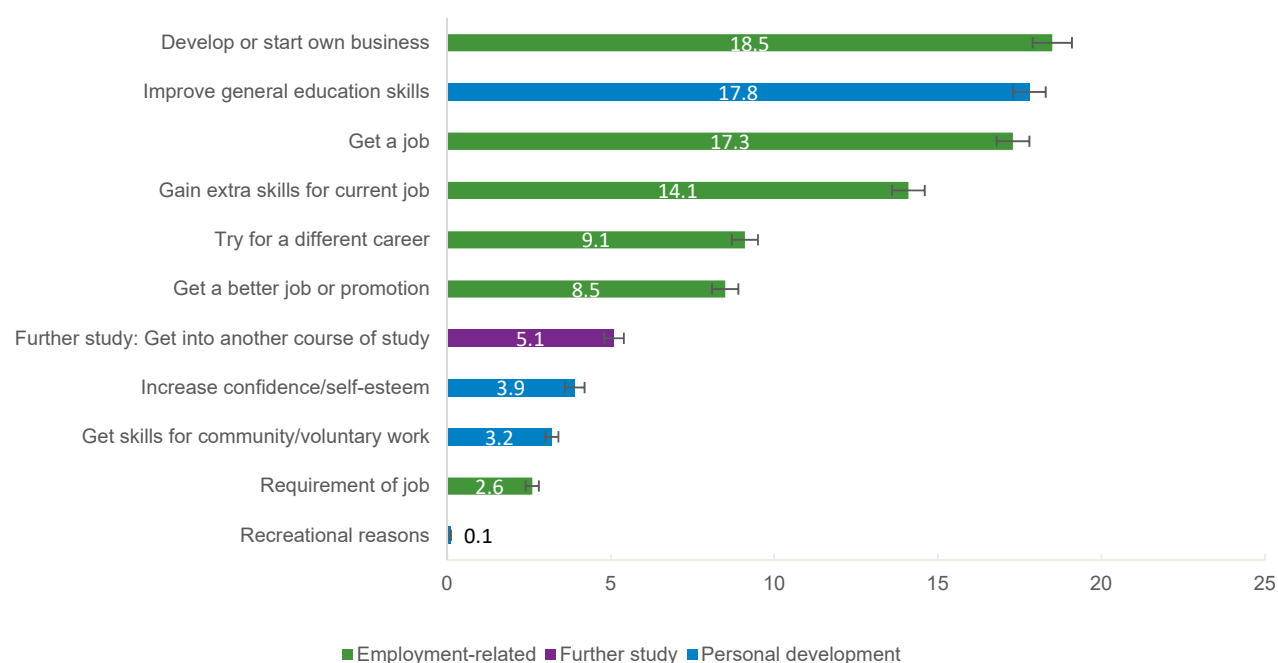
Overall, 14 922 international onshore VET graduates responded to the survey.

Main reason for training

In 2019:

- 70.0% of international onshore VET graduates undertook training for employment-related reasons, 24.9% for personal reasons, and 5.1% for further study reasons.
- The most common employment-related reason given was to develop or start their own business (18.5%), followed by to get a job (17.3%) and gain extra skills for current job (14.1%).
- The most common personal reason given was to improve general education skills (17.8%).

Figure 1 International onshore VET graduates' main reason for undertaking training, 2019 (%)



- 88.8% of international onshore VET graduates fully or partly achieved their main reason for training, up 0.9 percentage points from 2018.
- A higher proportion of graduates who undertook their training for personal development (93.3%) achieved their main reason for undertaking training compared with those undertaking training for employment-related reasons (86.9%).

Employment outcomes

In 2019:

- 57.6% of international onshore VET graduates had an improved employment status after training¹.
- 61.7% of international onshore VET graduates were employed before training. Of these:
 - 14.8% were employed at a higher skill level after training, similar to 2018
 - 35.7% were employed in a better job after training.
- 38.3% of international onshore VET graduates were not employed before training. Of these:
 - 44.6% were employed after training, down 2.4 percentage points from 2018.

Figure 2 International onshore VET graduates employed before training who were employed at a higher skill level after training, 2018–19 (%)

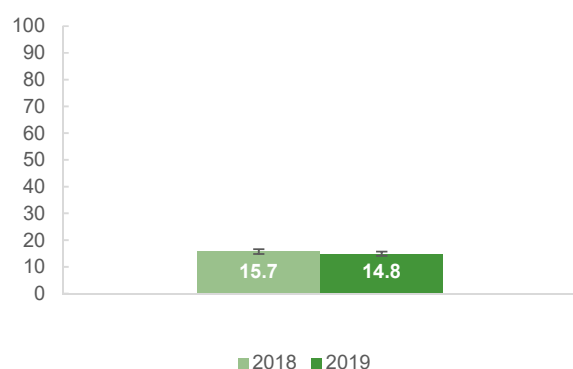
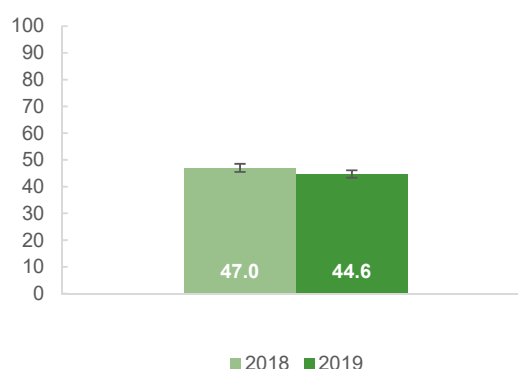


Figure 3 International onshore VET graduates not employed before training who were employed after training, 2018–19 (%)



- 68.9% of international onshore VET graduates were employed after training, similar to 2018.
 - 62.5% were employed in Australia, 10.9% were employed full-time and 50.4% were employed part-time
 - 6.1% were employed in another country
 - 36.0% were employed in Australia and enrolled in further study after training.
- 15.9% of international onshore VET graduates were employed after training in the same occupation as their training course, down 2.1 percentage points from 2018.
- A further 27.8% were employed in a different occupation but found the training relevant to their current job, up 1.1 percentage points from 2018.
- Of those employed after training:
 - 82.4% received at least one job-related benefit from the training¹
 - 80.4% were satisfied with their main job after training, up 2.9 percentage points from 2018
 - 76.6% found the training relevant to their current job, similar to 2018.

¹ Estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years following improvements in 2019 to the job-related benefits question that is used to derive these variables. Refer to the explanatory notes on page 20 for more detail.

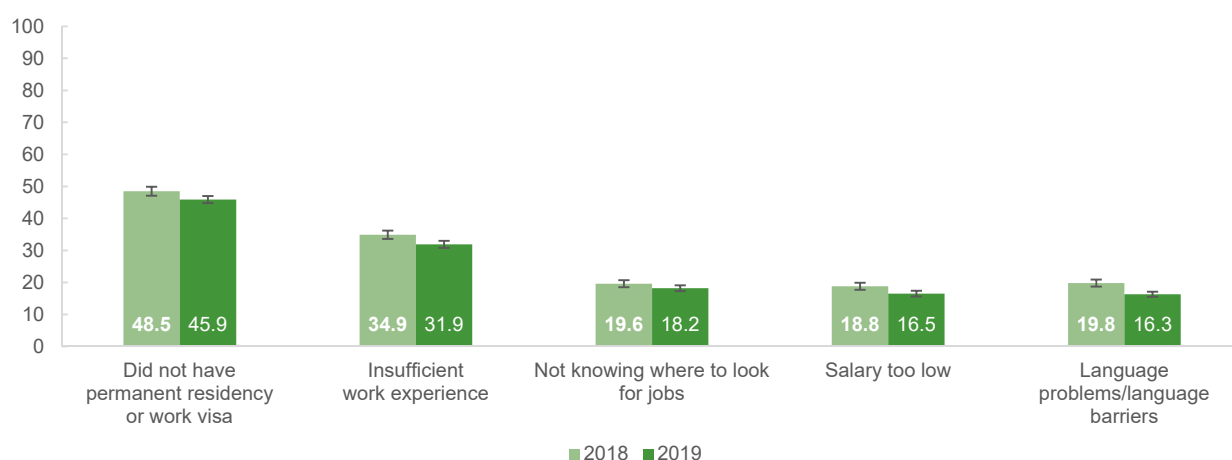
Barriers to employment

In mid-2019, 51.8% of international onshore VET graduates were actively looking for work in Australia (including some who were already employed). Of those, 92.2% faced at least one barrier when looking for work, down 1.0 percentage point from 2018.

The five most commonly cited barriers were:

- not having permanent residency or a work visa (45.9%), down 2.6 percentage points from 2018
- having insufficient work experience (31.9%), down 3.0 percentage points from 2018
- not knowing where to look for a job (18.2%), similar to 2018
- salaries were too low (16.5%), down 2.3 percentage points from 2018
- language problems or barriers (16.3%), down 3.5 percentage points from 2018.

Figure 4 Top five barriers cited by international onshore VET graduates when looking for work in Australia after training, 2018–19 (%)



Further study outcomes

In 2019:

- 54.7% of international onshore VET graduates were enrolled in further study after training, up 13.5 percentage points from 2018.
- 51.3% were enrolled in further study after training in Australia, up 12.5 percentage points from 2018.

Figure 5 International onshore VET graduates enrolled in further study after training, 2018–19 (%)

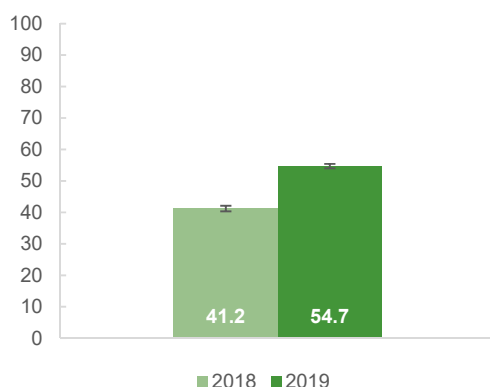
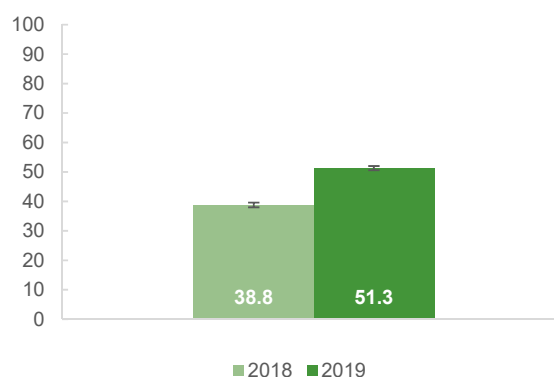


Figure 6 International onshore VET graduates enrolled in further study after training in Australia, 2018–19 (%)

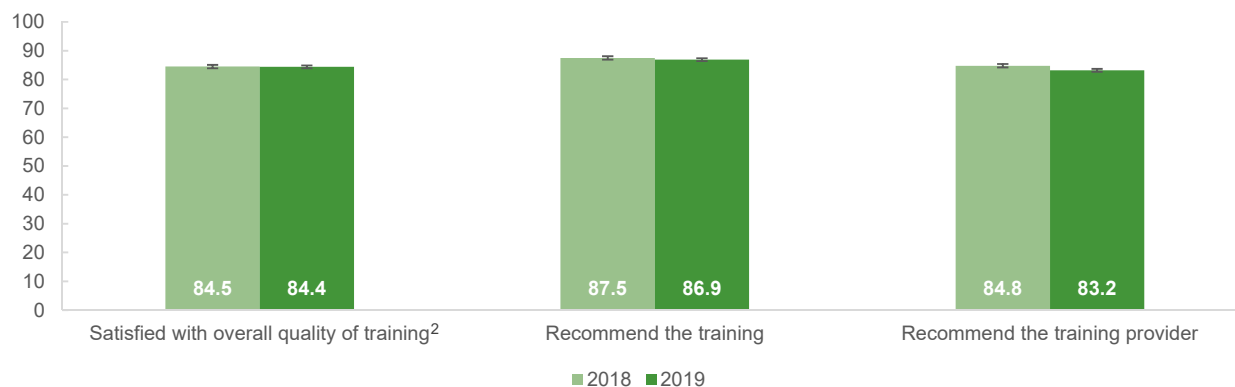


Satisfaction with training

In 2019:

- 84.4% of international onshore VET graduates were satisfied with the overall quality of the training².
- 86.9% would recommend the training, similar to 2018.
- 83.2% would recommend the training provider, down 1.6 percentage points from 2018.

Figure 7 International onshore VET graduates satisfied with training, who would recommend the training and who would recommend the training provider, 2018–19 (%)



² Caution should be used when comparing 2019 estimates for 'satisfied with the overall quality of training' with prior years because of changes to question wording in 2019.

Tables

Table 1 Main reason for undertaking the training for international onshore VET graduates, by provider type 2019 (%)

Reason for training	TAFE institutes	Universities	Community education providers	Private training providers	Total
Employment-related	71.4	65.1	37.7	71.0	70.0
Get a job	27.0	35.7	7.5	16.3	17.3
Develop or start own business	13.6	8.4	7.0	19.6	18.5
Try for a different career	13.2	7.3	5.0	8.7	9.1
Get a better job or promotion	6.2	6.9	3.6	8.9	8.5
Requirement of job	2.7	0.0	1.1	2.6	2.6
Gain extra skills for current job	8.7	6.8	13.6	14.9	14.1
Further study: Get into another course of study	9.6	14.8	4.6	4.4	5.1
Personal development	19.0	20.1	57.7	24.6	24.9
Improve general education skills	13.7	12.6	24.2	18.2	17.8
Get skills for community/voluntary work	1.8	1.5	26.7	2.6	3.2
Increase confidence/self-esteem	3.5	6.0	6.1	3.8	3.9
Recreational reasons	0.1	0.0	0.6	0.0	0.1

For notes on tables, see the explanatory notes on page 20.

Table 2 Outcomes and satisfaction for international onshore VET graduates, by main reason for undertaking training, 2019 (%)

Reason for training	Improved employment status after training	In further study after training	Achieved their main reason for doing the training	Satisfied with the overall quality of training
Employment-related	60.3	52.7	86.9	84.1
Get a job	57.2	47.3	83.6	83.6
Develop or start own business	60.3	58.4	88.2	87.8
Try for a different career	59.2	54.2	85.9	80.6
Get a better job or promotion	63.7	53.3	83.5	84.7
Requirement of job	58.0	37.9	86.5	74.1
Gain extra skills for current job	63.1	53.0	91.8	83.8
Further study: Get into another course of study	42.8	68.8	93.2	85.9
Personal development	53.2	57.3	93.3	85.1
Improve general education skills	53.6	58.5	93.3	84.2
Get skills for community/voluntary work	53.6	54.0	94.7	91.2
Increase confidence/self-esteem	51.2	54.1	92.2	85.0
Recreational reasons	np	53.0*	90.1*	77.0*

For notes on tables, see the explanatory notes on page 20.

Table 3 Key findings for international onshore VET graduates, 2017–19 (%)

	2017	2018	2019
Improved employment status after training			
Employed before training	60.9	59.6	61.7
Of these: Employed at a higher skill level after training	16.6	15.7	14.8
Of these: Better job after training	na	na	35.7
Not employed before training	39.1	40.4	38.3
Of these: Employed after training	44.1	47.0	44.6
Improved employment status after training ¹	54.2	56.2	57.6
Employment and further study outcomes			
After training (as at May of the survey year)			
Employed	67.4	68.3	68.9
Employed in Australia	na	63.3	62.5
Full-time	na	11.1	10.9
Part-time	na	51.4	50.4
Employed in other country	na	4.7	6.1
Not employed	32.6	31.7	31.1
Unemployed	18.9	17.1	17.2
Not in the labour force	13.3	14.4	13.6
Difference in proportion employed from before training to after	6.5	8.7	7.2
Employed in first full-time job, started after training	4.7	4.9	4.9
Employed or in further study after training	82.0	81.1	85.4
Enrolled in further study after training	47.7	41.2	54.7
Enrolled in further study after training in Australia	45.4	38.8	51.3
Studying at university	7.2	7.1	7.4
Studying at a TAFE institute	10.7	8.4	10.0
Studying at a private training provider or community education provider	19.0	16.0	19.5
Studying at other provider	7.9	6.5	13.6
Satisfaction outcomes			
Developed problem-solving skills	83.2	83.2	81.8
Improved writing skills	75.5	76.9	76.5
Improved numerical skills	na	na	65.4
Satisfied with teaching ²	84.7	83.2	82.3
Satisfied with assessment ²	85.9	84.4	83.7
Satisfied with the overall quality of training ²	85.3	84.5	84.4
Achieved their main reason for doing the training	89.2	87.9	88.8
Recommendation			
Recommend training	88.8	87.5	86.9
Recommend training provider	84.8	84.8	83.2
Benefits of training			
Of those employed after training			
Found the training relevant to their current job	75.1	76.4	76.6
Received at least one job-related benefit ¹	74.3	77.2	82.4
Satisfied with main job after training	76.2	77.5	80.4

For notes on tables, see the explanatory notes on page 20.

1 Grey shading indicates estimates for 'improved employment status after training' and 'received at least one job-related benefit' are not comparable with prior years following improvements in 2019 to the job-related benefits question that is used to derive these variables.

2 Caution should be used when comparing estimates for 'satisfied with teaching', 'satisfied with assessment' and 'satisfied with the overall quality of training' because of changes to question wording in 2019.

Table 4 Key findings for international onshore VET graduates, by provider type, 2019 (%)

	TAFE institutes	Universities	Community education providers	Private training providers	Total
Improved employment status after training					
Employed before training	55.8	41.3	62.3	62.8	61.7
Of these: Employed at a higher skill level after training	14.9	18.6	11.1	14.9	14.8
Of these: Better job after training	37.6	40.7*	24.9	35.8	35.7
Not employed before training	44.2	58.7	37.7	37.2	38.3
Of these: Employed after training	49.5	21.3	48.7	44.3	44.6
Improved employment status after training	58.7	39.1	52.2	57.9	57.6
Employment and further study outcomes					
After training (as at May of the survey year)					
Employed	67.8	45.6	66.7	69.4	68.9
Employed in Australia	60.7	40.3	49.7	63.4	62.5
Full-time	14.6	6.6	3.4	10.8	10.9
Part-time	45.4	33.7	45.0	51.4	50.4
Employed in other country	6.5	4.6	17.0	5.7	6.1
Not employed	32.2	54.4	33.3	30.6	31.1
Unemployed	20.4	29.8	13.0	16.8	17.2
Not in the labour force	11.7	24.6	20.3	13.5	13.6
Difference in proportion employed from before training to after	12.0	4.3	4.4	6.6	7.2
Employed in first full-time job, started after training	6.4	2.6	2.2	4.8	4.9
Employed or in further study after training	86.6	82.7	87.0	85.2	85.4
Enrolled in further study after training	57.6	64.7	55.6	54.1	54.7
Enrolled in further study after training in Australia	54.6	63.1	46.5	51.0	51.3
Studying at university	9.7	53.0	4.8	6.7	7.4
Studying at a TAFE institute	36.5	5.3	2.6	7.1	10.0
Studying at a private training provider or community education provider	5.0	1.7	15.4	21.6	19.5
Studying at other provider	3.1	2.3	23.4	14.7	13.6
Satisfaction outcomes					
Developed problem-solving skills	83.7	86.0	93.3	81.1	81.8
Improved writing skills	69.7	67.8	71.9	77.5	76.5
Improved numerical skills	64.8	65.5	47.8	66.1	65.4
Satisfied with teaching	84.3	85.0	93.0	81.6	82.3
Satisfied with assessment	85.8	79.9	93.0	83.2	83.7
Satisfied with the overall quality of training	87.0	85.3	94.6	83.8	84.4
Achieved their main reason for doing the training	88.6	90.3	95.0	88.6	88.8
Recommendation					
Recommend training	88.5	89.6	93.5	86.4	86.9
Recommend training provider	85.9	86.5	93.7	82.5	83.2
Benefits of training					
Of those employed after training					
Found the training relevant to their current job	78.6	68.9*	64.0	76.9	76.6
Received at least one job-related benefit	84.5	83.9	76.2	82.4	82.4
Satisfied with main job after training	78.3	73.5*	74.6	81.0	80.4

For notes on tables, see the explanatory notes on page 20.

Table 5 Key findings for international onshore VET graduates, by state/territory of training provider, 2019 (%)

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia
Improved employment status after training									
Employed before training	62.0	60.6	64.0	53.2	61.3	55.6	83.5	68.7	61.7
Of these: Employed at a higher skill level after training	13.6	15.2	15.0	20.7	16.9	18.5*	20.7	12.4	14.8
Of these: Better job after training	33.4	38.5	36.2	42.1	33.4	32.4*	51.5*	34.8	35.7
Not employed before training	38.0	39.4	36.0	46.8	38.7	44.4	16.5	31.3	38.3
Of these: Employed after training	41.4	45.3	46.4	56.6	49.3	56.1*	64.3*	45.2*	44.6
Improved employment status after training	54.9	60.3	58.1	64.1	56.6	63.8	73.0	59.7	57.6
Employment and further study outcomes									
After training (as at May of the survey year)									
Employed	67.7	69.7	70.3	70.7	67.3	70.0	80.6	72.1	68.9
Employed in Australia	61.5	64.8	61.0	60.7	59.8	70.0	77.8	68.3	62.5
Full-time	8.7	12.6	11.1	19.7	11.9	17.6	21.6	11.5	10.9
Part-time	51.8	50.8	48.7	40.1	46.5	52.4	56.1*	54.8	50.4
Employed in other country	5.9	4.6	9.0	9.7	7.2	0.0	2.8	3.4	6.1
Not employed	32.3	30.3	29.7	29.3	32.7	30.0	19.4	27.9	31.1
Unemployed	18.5	17.0	15.6	14.9	15.2	14.8	13.6	16.3	17.2
Not in the labour force	13.5	13.0	14.1	13.9	17.1	15.2	5.7	10.9	13.6
Difference in proportion employed from before training to after	5.7	9.1	6.3	17.5	6.0	14.4	-2.9	3.4	7.2
Employed in first full-time job, started after training	3.5	6.0	4.4	11.0	6.5	5.9	8.7	5.0	4.9
Employed or in further study after training	83.7	87.1	86.1	86.0	85.8	82.7	91.7	85.0	85.4
Enrolled in further study after training	52.6	57.5	54.4	48.7	55.9	54.9	63.9	59.9	54.7
Enrolled in further study after training in Australia	49.2	54.8	50.0	46.1	51.6	50.8	62.2	58.8	51.3
Studying at university	6.8	8.5	5.6	12.1	7.5	3.5	36.4	8.8	7.4
Studying at a TAFE institute	5.7	16.9	6.5	7.8	8.4	43.7	6.3	22.4	10.0
Studying at a private training provider or community education provider	20.2	17.2	22.2	13.6	23.6	3.6	10.1	17.2	19.5
Studying at other provider	15.9	11.1	14.7	12.4	11.6	0.0	9.5	10.1	13.6
Satisfaction outcomes									
Developed problem-solving skills	80.6	82.6	81.1	90.7	82.3	75.3	84.2	89.0	81.8
Improved writing skills	77.3	76.8	75.8	67.3	74.9	56.0	75.7	83.8	76.5
Improved numerical skills	64.0	67.8	65.2	70.7	60.6	55.7	69.5	72.1	65.4
Satisfied with teaching	81.1	82.4	83.5	87.4	84.4	76.5	78.8	85.9	82.3
Satisfied with assessment	82.9	84.1	84.0	85.5	84.6	79.1	83.5	88.2	83.7
Satisfied with the overall quality of training	83.5	84.9	84.4	89.2	85.3	76.4	81.0	92.1	84.4
Achieved their main reason for doing the training	87.3	90.5	87.6	90.5	90.9	90.3	90.5	90.5	88.8
Recommendation									
Recommend training	85.2	87.4	87.2	94.4	89.0	86.5	94.1	92.5	86.9
Recommend training provider	83.0	82.4	83.5	88.1	84.5	78.8	89.9	86.7	83.2
Benefits of training									
Of those employed after training									
Found the training relevant to their current job	71.2	82.0	76.5	92.5	76.0	70.7*	93.9	82.9	76.6
Received at least one job-related benefit	78.6	86.8	81.5	92.2	81.9	90.8	84.4	84.6	82.4
Satisfied with main job after training	77.5	83.5	81.3	88.1	79.3	81.9	89.4	74.8	80.4

For notes on tables, see the explanatory notes on page 20.

Table 6 Findings for international onshore VET graduates, by various personal characteristics, 2019 (%)

	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Gender					
Males	59.1	85.5	89.3	86.2	85.4
Females	56.2	85.2	88.3	82.7	81.0
Age group					
18 to 19 years	45.5	84.7	94.5	88.5	93.8
20 to 24 years	54.4	84.1	91.1	89.1	86.9
25 to 44 years	59.0	85.9	88.0	82.7	81.7
45 to 64 years	53.2	82.0	84.8	87.3	86.1
65 years and over	np	np	np	np	np
Country of birth					
India	60.9	84.6	91.9	91.6	87.8
Thailand	51.3	82.9	91.4	90.3	78.4
Brazil	58.9	89.1	82.4	75.7	79.1
China	42.1	71.1	89.7	85.8	84.8
South Korea	63.3	86.4	92.0	81.3	80.9
Nepal	55.5	83.9	90.6	90.6	88.6
Malaysia	53.8	87.6	90.7	88.2	84.4
Colombia	53.6	86.3	84.0	68.9	72.9
Indonesia	63.2	86.8	91.9	90.0	88.3
Taiwan	57.3	85.6	87.9	82.8	81.4
Other	60.7	87.2	87.7	83.5	83.9
Current country of residence					
Australia	59.4	85.6	89.4	85.3	84.1
Other	44.1	66.2	88.9	83.9	84.0
Type of visa (for those currently residing in Australia)					
Student visa	56.5	86.0	89.8	85.9	84.4
Temporary graduate visa	75.5	84.4	91.2	86.5	85.2
Bridging visa	63.5	83.9	86.4	82.7	82.0
Temporary work visa	85.8	94.8	94.5	83.7	85.5
Permanent residency	64.7	86.6	89.3	83.3	81.5
Other	63.5	84.8	84.2	77.5	78.5
Employment status before training					
Employed	64.9	88.6	89.2	84.0	83.6
Not employed	44.6	74.4	89.1	85.6	84.0
Total	57.6	85.4	88.8	84.4	83.2
Total in 2018¹	56.2	81.1	87.9	84.5	84.8

For notes on tables, see the explanatory notes on page 20.

- 1 Grey shading indicates estimates for 'improved employment status after training' are not comparable with prior years following improvements in 2019 to the job-related benefits question that is used to derive these variables.
- 2 Caution should be exercised when comparing 2019 estimates for 'satisfied with the overall quality of training' with prior years because of changes to question wording in 2019.

Table 7 Findings for international onshore VET graduates, by various training characteristics, 2019 (%)

	Improved employment status after training	Employed or in further study	Achieved their main reason for doing the training	Satisfied with the overall quality of training ²	Recommend the training provider
Type of training					
Training package qualifications	58.8	85.2	88.5	84.2	82.8
Accredited qualifications	50.0	86.4	90.7	86.0	85.7
Program level of education					
Diploma or higher	56.1	83.5	87.6	83.6	82.2
Certificate IV	58.1	86.9	89.1	84.3	83.3
Certificate III	61.9	87.4	90.2	85.6	84.3
Certificate II	48.8	84.1	90.1	87.3	85.7
Certificate I	46.0	81.2	88.3	83.3	82.5
Program field of education					
Natural and physical sciences	59.4*	82.8*	89.6	74.8*	76.1*
Information technology	45.9	85.2	83.1	82.4	81.7
Engineering and related technologies	64.7	86.9	91.7	88.0	87.4
Architecture and building	56.1	89.8	88.8	81.3	78.4
Agriculture, environmental and related studies	51.4*	85.1	79.4*	85.5	85.4
Health	63.1	91.3	90.5	81.8	77.0
Education	64.6	85.9	92.4	86.4	82.5
Management and commerce	55.2	83.7	86.9	83.5	82.2
Society and culture	55.1	82.7	91.1	88.2	86.8
Creative arts	51.2	83.9	82.4	70.8	74.3
Food, hospitality and personal services	74.9	92.3	92.4	84.7	84.0
Mixed field programmes	49.7	85.5	90.5	85.6	84.4
Total	57.6	85.4	88.8	84.4	83.2
Total in 2018¹	56.2	81.1	87.9	84.5	84.8

For notes on tables, see the explanatory notes on page 20.

- 1 Grey shading indicates estimates for 'improved employment status after training' are not comparable with prior years following improvements in 2019 to the job-related benefits response question that is used to derive these variables.
- 2 Caution should be exercised when comparing 2019 estimates for 'satisfied with the overall quality of training' with prior years because of changes to question wording in 2019.

Table 8 Further study status of international onshore VET graduates employed after training, 2019 (%)

	In further study after training	Not in further study after training	Total
Employed after training	37.9	31.0	68.9
Employed in Australia after training	36.0	26.5	62.5
Full-time	3.0	8.0	10.9
Part-time	32.4	18.0	50.4
Employed outside Australia after training	1.7	4.4	6.1
Not employed after training	16.2	14.9	31.1
Total	54.7	45.3	100.0

For notes on tables, see the explanatory notes on page 20.

Table 9 Occupational destination and training relevance for international onshore VET graduates, by intended occupation of training activity, 2019 (%)

	Employed				Total employed	Not employed	Total
	In same occupation group (as training course)	In different occupation (from training course) – training was relevant to current job	In different occupation (from training course) – training was not relevant to current job	Occupation after training or training relevance not known			
Intended occupation of training activity							
Managers	1.3	46.8	10.2	13.8	72.1	27.9	100.0
Professionals	6.4	23.0	20.0	12.4	61.8	38.2	100.0
Technicians and trades workers	43.4	15.5	7.3	10.0	76.1	23.9	100.0
Community and personal service workers	34.2	18.2	8.9	10.3	71.7	28.3	100.0
Clerical and administrative workers	0.8	34.9	16.6	13.0	65.4	34.6	100.0
Sales workers	1.8	31.0*	12.3	13.9	58.9*	41.1*	100.0
Machinery operators and drivers	na	na	na	na	na	na	na
Labourers	0.0*	41.2*	17.6*	14.5*	73.3*	26.7*	100.0
Total	15.9	27.8	11.8	11.5	68.9	31.1	100.0
Total in 2018	18.0	26.7	12.3	9.7	68.3	31.7	100.0

For notes on tables, see the explanatory notes on page 20.

Table 10 Barriers to employment for international onshore VET graduates who were actively looking for work in Australia after training, 2018–19 (%)

	2018	2019
Faced at least one barrier when looking for work	93.2	93.2
Did not have permanent residency or work visa	48.5	45.9
Insufficient work experience	34.9	31.9
Not knowing where to look for jobs	19.6	18.2
Salary too low	18.8	16.5
Language problems/language barriers	19.8	16.3
Employers did not recognise experience/qualifications gained overseas	17.1	12.6
Employers preferred graduates from same country	14.9	10.9
Lack of jobs in my field of study	13.8	9.8
Available jobs had limited longer-term career prospects	12.5	8.3
Lacking interview skills	10.4	7.7
Cultural barriers	9.5	7.7
Other barriers	4.8	1.1
Faced no barriers when looking for work	6.8	7.8

For notes on tables, see the explanatory notes on page 20.

Table 11 Number of international onshore VET graduate respondents, by key characteristics, 2019

Key characteristics	Respondents
Gender	
Male	6 629
Female	8 293
Age group	
18 to 19 years	224
20 to 24 years	3 395
25 to 44 years	11 002
45 to 64 years	298
65 years and over	3
Country of birth	
India	1 336
Thailand	1 195
Brazil	1 088
China	977
South Korea	928
Nepal	887
Malaysia	757
Colombia	716
Indonesia	665
Taiwan	645
Other	5 305
Current country of residence	
Australia	9 811
Other	778
Type of visa (for those currently residing in Australia)	
Student visa	7 380
Temporary graduate visa	834
Bridging visa	963
Temporary work visa	72
Permanent residency	170
Other	314
State/territory of training provider	
New South Wales	6 230
Victoria	4 685
Queensland	1 970
South Australia	441
Western Australia	1 177
Tasmania	90
Northern Territory	72
Australian Capital Territory	257
Type of training	
Training package qualifications	12 957
Accredited qualifications	1 965
Provider type	
TAFE institutes	1 941
Universities	169
Community education providers	496
Private training providers	12 316
Total	14 922

For notes on tables, see the explanatory notes on page 20.

Terms

Accredited qualifications refer to nationally recognised courses that lead to a qualification outcome not specified in a national training package.

Community education providers are not-for-profit, community-based organisations with a primary focus on adult education. Community-based adult education delivers programs relating to leisure, personal and community development, employment skills, preparation for VET and nationally recognised programs of study.

Confidence intervals provide a measure of the accuracy of a survey estimate. They refer to a continuum of values along which the true value is likely to lie if everyone in the population had been surveyed and responded to the survey.

Current country of residence refers to the country of residence as of the survey reference date of the last Friday in May of the survey year.

Domestic students are those students whose citizenship status, for the purpose of undertaking education and training, is Australian, New Zealand or permanent resident.

Graduates refers to students who completed all of the requirements of a qualification, as reported in the National VET Provider Collection.

Higher level qualifications are not training package qualifications or accredited qualifications. These qualifications are accredited by higher education institutions with self-accrediting authority or state or territory accreditation authorities.

Intended occupation of training activity is based on the occupation code (ANZSCO) of the qualification.

International graduates are those students who completed all requirements of a qualification, and whose citizenship status, for the purpose of undertaking education and training, is NOT Australian, New Zealand or permanent resident.

International onshore fee-for-service funding is the revenue provided by international students.

Margin of error is a statistic that provides a measure of sampling error.

Nationally recognised training leads to vocational qualifications and credentials that are recognised across Australia and are delivered by registered training organisations (RTOs). Nationally recognised training is listed on the National Training Register (training.gov.au).

Not employed is defined as unemployed, not in the labour force, or not employed (no further information).

Offshore refers to training that occurred outside of Australia.

Onshore refers to training that occurred within Australia.

Private training providers refer to privately-owned and operated training providers that are registered by the Australian Skills Quality Authority, or a state/territory accrediting body.

Provider type refers to the type of institution or organisation providing the training.

Registered training organisations (RTOs) are training providers registered by the Australian Skills Quality Authority (ASQA) or, in some cases, a state or territory registering and accrediting body, to deliver training and/or conduct assessment and issue nationally recognised qualifications in accordance with the Australian Quality Training Framework or the VET Quality Framework.

State or territory of training provider is the state or territory in which the head office of a student's RTO is located.

Technical and further education (TAFE) institutes are created by an Act of parliament and have responsibilities specified in that and other legislation and via ministerial directions. These institutes are public bodies in receipt of government funding and provide a range of technical and VET courses and other programs (for example, entry and bridging courses, language and literacy courses, adult basic education courses, senior secondary certificate of education courses, personal enrichment courses, and small business courses).

Training packages are developed by Service Skills Organisations (formerly by Industry Skills Councils) to meet the training needs of an industry, or a group of industries. Each training package is made up of three

components; units of competency, qualifications framework levels of education and assessment guidelines. For further information refer to <<http://www.training.gov.au>>.

Training package qualifications are nationally endorsed qualifications specified in a national training package.

Unique student identifier (USI) uniquely identifies an individual who accesses vocational education and training over his or her lifetime.

Universities include Australia's universities, which were established or recognised under state or territory legislation, except the Australian National University, which is constituted under an Act of the Australian Parliament. Data reported for universities are for graduates who completed VET qualifications.

Weights are used to reduce bias and ensure the survey estimates are representative of the target population (the National VET Provider Collection). Each responding unit is assigned a weight that indicates how many population units that unit represents.

Explanatory notes

Scope

- 1 This publication provides a summary of the outcomes of international students who completed a nationally recognised vocational education and training (VET) qualification in Australia during 2018 and uses data collected in mid-2019.
- 2 Nationally recognised VET qualifications include training package qualifications and accredited qualifications delivered by registered training organisations (RTOs). The exclusion of non-nationally recognised training represents a change in the survey scope compared with prior years. The revised survey scope has no statistically significant effect on the national survey results, as such the revised scope was not applied to the estimates prior to 2019.
- 3 The scope of the students included in the publication is provided below.

Scope matrix

	TAFE institutes	Universities	Community education providers	Private training providers
Commonwealth and state funding	x	x	x	x
Domestic fee-for-service	x	x	x	x
International onshore fee-for-service	✓	✓	✓	✓

- 4 Out of scope of the publication are:
 - international graduates who completed their training with an Australian training provider offshore
 - international graduates under 18 years of age.

Definitions and derivations

- 5 In 2019, the percentage of students satisfied with teaching, satisfied with assessment and satisfied overall is based on the proportion of respondents reporting that they are 'Very satisfied' or 'Satisfied' with the questionnaire item. The percentage of students who developed problem-solving skills, improved writing skills and improved numerical skills is based on the proportion of respondents reporting that they 'Strongly agree' or 'Agree' with the relevant questionnaire item.
- 6 Improved employment status after training is defined as either employment status changing from not employed before training to employed after training, OR employed at a higher skill level after training, OR received a job-related benefit. An individual may have reported a positive response to more than one measure contributing to improved employment status after training.
- 7 From 2019, employed at a higher skill level is defined as those employed before training who are employed in an occupation with a higher skill level after training. This represents a change from previous years. Estimates for previous years have been recalculated for consistency with 2019.
- 8 Job-related benefits refers to those employed after training who reported receiving a job-related benefit from the training, including: set up or expanded their own business, got a promotion, increased earnings, or other job-related benefits. In 2019, a new category was added for 'gained extra skills for my job'. As such, estimates for 2019 are not comparable with prior years.
- 9 Achieved main reason for training refers to those who reported that the training 'fully' or 'partly' helped them achieve their main reason for training.

Reporting changes

- 10 The following changes were made to the 2019 questionnaire following a trial with domestic VET students in 2018:
 - minor changes to question wording to questions on further study after training and level of further study after training

- changes to question wording and a change from an agreement scale to a satisfaction scale for questions on satisfied with teaching and assessment and satisfied overall
 - a change in the order of the satisfied with teaching and assessment questions to appear after the developed problem-solving, improved writing skills and improved numerical skills bank of questions
 - the inclusion of a new category in the job-related benefits item of 'gained extra skills for my job'
 - new questions added on 'improved numerical skills' and 'better job after training'.
- 11 The results from the 2018 questionnaire trial suggest the following survey estimates in 2019 are not comparable with prior years due to the changes in question wording:
- received at least one job-related benefit
 - improved employment status after training (derived from 'received at least one job-related benefit').
- Further, 2019 estimates for satisfaction with teaching, assessment and overall satisfaction with training may differ from prior years due to changes in question wording.
- 12 From 2018, international onshore VET graduates employed after training were asked to specify whether this employment was in Australia or another country. This question was not asked in 2017 and therefore data are only available for 2018 and onwards.
- 13 From 2018, only international onshore VET graduates who were enrolled in further study after training in Australia were asked about their further study level of education and institution. This represents a change to the questionnaire and consequently 2017 data on institution of further study should not be compared with data from 2018 and onwards.
- 14 From 2019, barriers to employment are reported only for those looking work after training in Australia. This represents a change from previous years where data were presented for all international onshore graduates, irrespective of where they were looking for work after training.

Australian Bureau of Statistics data

- 15 Occupation is defined by ANZSCO, version 1.2 (2013). This is an ABS classification that identifies occupations according to their primary purpose (ABS cat.no.1220.0). Matching between the intended occupation of the training activity and the occupation after training occurs at the ANZSCO sub-major group level.

Data treatment

- na Not applicable.
- * The estimate has a margin of error greater than or equal to 10% and therefore should be used with caution.
- np Not published. NCVET does not report on estimates based on five or fewer respondents because the estimates are unreliable.



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